

URBAN ACADEMY OF GREATER PITTSBURGH CS

437 Turett Street

Schoolwide Title 1 Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

To provide a superior education that will develop in our students' academic excellence, leadership skills, and social values that will enable them to ultimately become positive contributors to the community in which they live, and society as a whole.

VISION STATEMENT

To demonstrate that ALL students, including disadvantaged students, can achieve at high levels when immersed in an academically rigorous, challenging and innovative curriculum.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

- To increase learning opportunities for all students - To encourage learning opportunities for all students

STAFF

-To improve student learning -To provide parents and student with expanded choices within the public school system -To be held accountable for meeting measurable student outcomes

ADMINISTRATION

- To create innovative and effective professional development opportunities for teachers including the opportunity to be responsible for program design

PARENTS

- To support their child's learning - To work collaboratively with faculty and staff to ensure that their student is receiving the educational experience possible

COMMUNITY

- To partner with the school community to provide a wide variety of resources and opportunities that aid in the holistic growth of our students

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Angelique Drakeford	Principal	Urban Academy of Greater Pittsburgh Charter School
Shana Smith	Assistant Principal	Urban Academy of Greater Pittsburgh Charter School
Marita Bradley	School Board President	Urban Academy of Greater Pittsburgh Charter School
K. Chase Patterson	CEO	Urban Academy of Greater Pittsburgh Charter School
Shavonne Lowry	Parent	Urban Academy of Greater Pittsburgh Charter School
Caree Stevens	Parent	Urban Academy of Greater Pittsburgh Charter School
Kelsey Porter	Special Education Teacher	Urban Academy of Greater Pittsburgh Charter School
Stephanie Connolly	Teacher	Urban Academy of Greater Pittsburgh Charter School
Marla Woody	Reading Specialist	Urban Academy of Greater Pittsburgh Charter School
Lou Ann Fravel	Math Coach	Urban Academy of Greater Pittsburgh Charter School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Urban Academy will work diligently to ensure that all students in grades 2-5 grow towards meeting or exceeding the ELA benchmark.	English Language Arts
Urban Academy will work diligently to ensure that all students in grades 2-5 grow towards meeting the statewide average for math proficiency.	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy
CRA

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Growth	Students will experience 10% growth in math proficiency from a baseline of 17%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Transition to implementing a new math curriculum	2021-07-01 - 2022-06-01	Mrs. LouAnn Fravel	Eureka Curriculum; ThinkMathematics pilot

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Anticipated Outcome
improved fact fluency, number sense, and overall math ability

Monitoring/Evaluation
pre-assessment; post-assessment; grade level meetings

Evidence-based Strategy
Small Group Instruction

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Growth	Students will experience growth towards meeting and/or exceeding the ELA benchmark by 30% schoolwide.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Piloting a new approach to reading instruction in grades K and 1	2021-08-01 - 2022-06-01	Administration	Fundations, Heggerty, Wonders, Four Square Writing, picture books

Anticipated Outcome

Monitoring/Evaluation

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will experience 10% growth in math proficiency from a baseline of 17%. (Math Growth)	CRA	Transition to implementing a new math curriculum	07/01/2021 - 06/01/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will experience growth towards meeting and/or exceeding the ELA benchmark by 30% schoolwide. (ELA Growth)	Small Group Instruction	Piloting a new approach to reading instruction in grades K and 1	08/01/2021 - 06/01/2022

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

Angelique Drakeford

2021-09-02

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

Identify and address individual student learning needs

Academic Growth in ELA for all student groups - Proficient or Advanced on Pennsylvania State Assessment

Academic Growth in Math for our economically disadvantaged students -Proficient or Advanced on Pennsylvania State Assessment

Exceeded Annual Academy Growth Expectations (PVAAS) in Mathematics in comparison to previous years

Academically Disadvantaged students met Annual Academic Growth Expectations (PVAAS) in ELA in comparison to previous years

All student groups exceeded performance standards in Career Readiness

All Special Education students are educated in their least

Challenges

Ensuring that all of our students are challenged to meet their highest potential consistently.

Implement evidence-based strategies to engage families to support learning

Partner with local businesses, community organizations, and other agencies to meet the needs of the school

Implement an evidence-based system of schoolwide positive behavior interventions and supports

Implement evidence-based strategies to engage families to support learning

Decrease in Science performance on Pennsylvania State Assessment for all student groups

Decrease in Science performance towards meeting annual academic growth expectations (PVAAS) among economically disadvantaged students

Maintaining our exceptional performance in meeting career readiness standards consistently across school years

Strengths

restrictive environment.

Fluency and phonics skills have improved schoolwide

Strengths in comprehension of narrative texts in grades 2-5

43% of students were above the benchmark in grades k and 1 on Early Literacy

Students are showing more interest in mathematics schoolwide.

Students showed the most strength in operations and algebraic thinking

Our students are very interested and drawn towards hands-on experiences with science and technology.

Challenges

Students in our special education department are not growing at the rate that we would like due to a variety of factors.

Struggles with applying the skills they've acquired to more complex text and analytical comprehension questions

Well below the state average for ELA proficiency - 31% at or above the benchmark in grades 2-5

69% of students in grades 2-5 were below the ELA benchmark

Ensuring that all students acquire and retain the foundational skills in primary grades that are necessary for them to consistently excel when presented with complex computations.

Significantly below the state average for math proficiency - 17% at or above the benchmark in grades 2-5

83% of students in grades 2-5 were below the math benchmark

Our students ability to excel in science is not translating to the state assessments.



Most Notable Observations/Patterns

Challenges

**Discussion
Point**

Priority for Planning

Ensuring that all students acquire and retain the foundational skills in primary grades that are necessary for them to consistently excel when presented with complex computations.

69% of students in grades 2-5 were below the ELA benchmark

Significantly below the state average for math proficiency - 17% at or above the benchmark in grades 2-5

ADDENDUM B: ACTION PLAN

Action Plan: CRA

Action Steps	Anticipated Start/Completion Date
Transition to implementing a new math curriculum	07/01/2021 - 06/01/2022

Monitoring/Evaluation	Anticipated Output
pre-assessment; post-assessment; grade level meetings	improved fact fluency, number sense, and overall math ability

Material/Resources/Supports Needed	PD Step	Comm Step
Eureka Curriculum; ThinkMathematics pilot	yes	yes



Action Plan: Small Group Instruction

Action Steps

Anticipated Start/Completion Date

Piloting a new approach to reading instruction in grades K and 1

08/01/2021 - 06/01/2022

Monitoring/Evaluation

Anticipated Output

Material/Resources/Supports Needed

Fundations, Heggerty, Wonders, Four Square Writing, picture books

PD Step

yes

Comm Step

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will experience 10% growth in math proficiency from a baseline of 17%. (Math Growth)	CRA	Transition to implementing a new math curriculum	07/01/2021 - 06/01/2022
Students will experience growth towards meeting and/or exceeding the ELA benchmark by 30% schoolwide. (ELA Growth)	Small Group Instruction	Piloting a new approach to reading instruction in grades K and 1	08/01/2021 - 06/01/2022

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Teacher's Academy	Instructional Staff	Differentiation, Vocabulary, Four Square Writing, Spelling Instruction, Supplementing with Wonders, Data Analysis, Math concepts/applications, Eureka Math

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Surveys, initial lesson plans	08/16/2021 - 08/25/2021	Administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes	Language and Literacy Acquisition for All Students
1f: Designing Student Assessments	
1d: Demonstrating Knowledge of Resources	

Professional Development Step	Audience	Topics of Prof. Dev
Observation & Feedback Loops	Instructional Staff	Differentiation, Data-Driven Instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student Outcomes	09/13/2021 - 06/17/2022	Administration, Instructional Lead Team, Mentor Teachers

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4e: Growing and Developing Professionally

2a: Creating an Environment of Respect and Rapport

1e: Designing Coherent Instruction

4a: Reflecting on Teaching

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Students will experience 10% growth in math proficiency from a baseline of 17%. (Math Growth)	CRA	Transition to implementing a new math curriculum	2021-07-01 - 2022-06-01
Students will experience growth towards meeting and/or exceeding the ELA benchmark by 30% schoolwide. (ELA Growth)	Small Group Instruction	Piloting a new approach to reading instruction in grades K and 1	2021-08-01 - 2022-06-01

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Website	School Stakeholders	New Instructional Model, Changes to Math Curriculum

Anticipated Timeframe**Frequency****Delivery Method**

01/01/0001 - 01/01/0001

Posting on district website

Lead Person/Position

Administration

Communication Step**Audience****Topics/Message of Communication**

Family Meetings

School Stakeholders

New Instructional Model for ELA, Changes to Math Curriculum

Anticipated Timeframe**Frequency****Delivery Method**

07/01/2021 - 06/07/2022

Presentation

Lead Person/Position

Administration

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

